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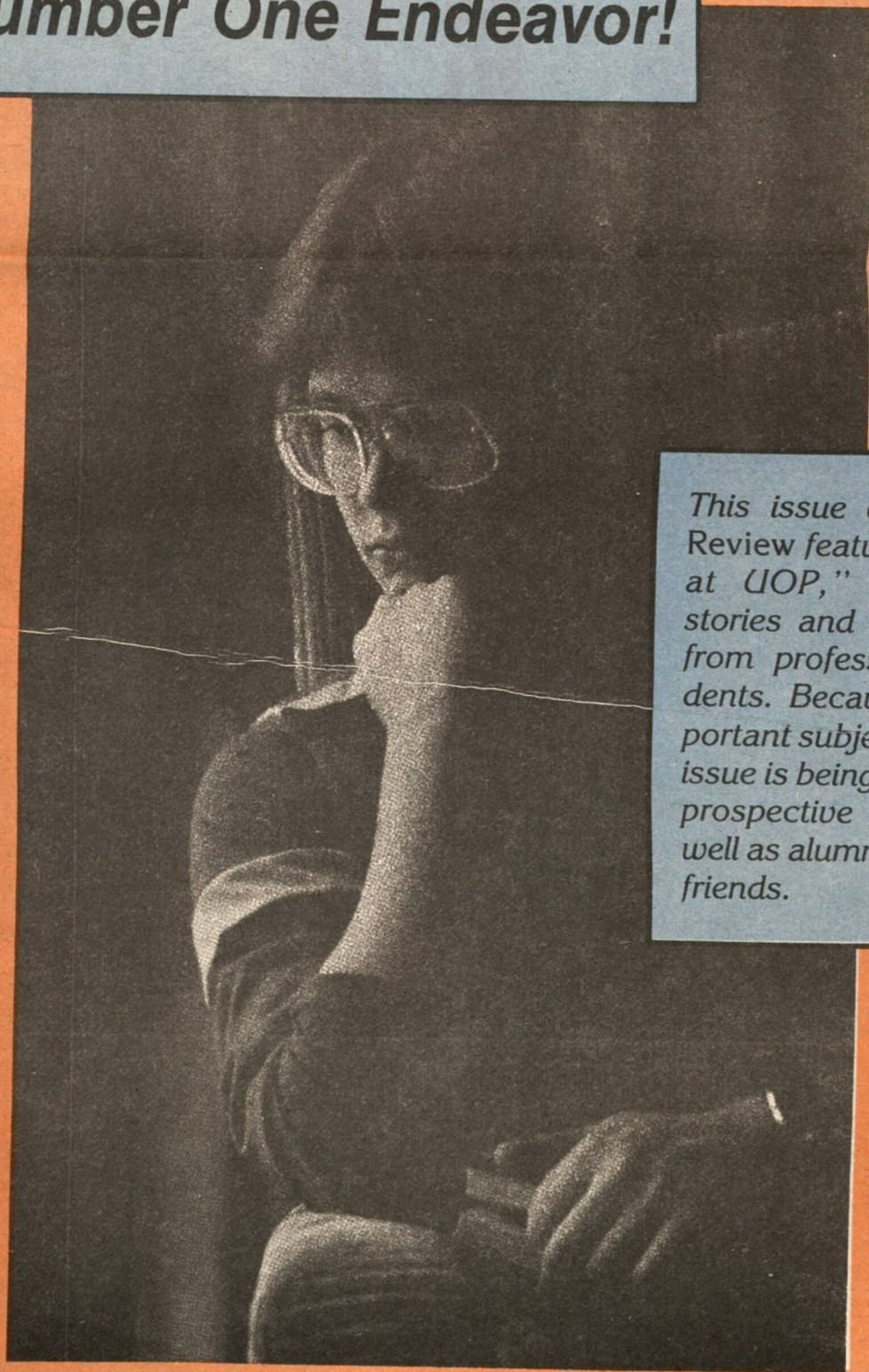
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# PACIFIC REVIEW

## TEACHING

*Our Number One Endeavor!*



*This issue of the Pacific Review features "Teaching at UOP," with special stories and commentaries from professors and students. Because of the important subject matter, this issue is being distributed to prospective students, as well as alumni, parents and friends.*



# UOP TODAY

by Catherine

## Festival of the Arts!



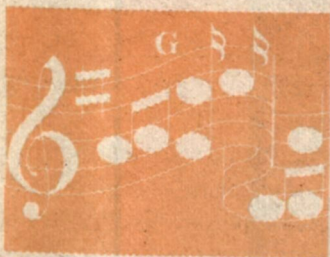
New to campus this spring is the UOP Festival of the Arts. From Feb. 27 to April 20, several well-known artists and performers are being featured on the Stockton campus. The Art, Drama and Dance Departments, along with the Conservatory of Music, are sponsoring the event.

## Special Education Project

Graduate students interested in continuing their education and helping the mentally handicapped, participated in a special project this spring through the Department of Special Education.

The project, a collaboration between UOP and the Developmental Disabilities Service Organization in Sacramento, provided selected applicants with full tuition and fees for an academic year. In exchange, the students worked 23 hours a week in a program for developmentally disabled adults in Sacramento.

## Music for the Handicapped



Weekly guitar and piano classes will be taught to handicapped children as a part of the University of the Pacific's Community Music Therapy Project. The first session of classes, taught by UOP students, graduates and faculty members, will be held April 1 through May 1 at Miracle Music on Pacific Avenue, Stockton.

## 85. . .and Still Playing Around



photo by Mary Murray Schwartz

Richard Waring graduated from the Conservatory of Music 65 years ago. And at age 85, he's still composing and performing music in the Stockton area.

"I graduated from the Conservatory when it was still located in San Jose," said Waring, "but I'm much too young to quit playing my music."

Waring spent 39 years as the County Recorder for Stanislaus County and organized the Music Teachers' Association of California in 1935. Waring presented a farewell performance to the organization last December in a recital consisting of original compositions. His latest performance was for the California Art League in Modesto on March 23.

## KUOP Welcomes New Staff

Staff changes have been made at KUOP this school year. Both a new production manager and a station manager have been chosen to lead the public radio station into a new year.

Station Manager Perry Echelberger joined UOP last month. He previously worked for public radio station WUFT-FM, University of Florida.

Joshua Sacco joined the University as Production Manager last semester. He previously worked for public radio station WSLU-FM, St. Lawrence University, New York.



## UOP Coach Goes National



University of the Pacific Field Hockey Coach Carla Konet — who was recently appointed to the NCAA Committee — has been selected to serve as team manager for the U.S. National Field Hockey Team. She will travel with the U.S. team on its spring journey to Australia and New Zealand this month.

Konet has been coaching field hockey at UOP for seven years. She will perform a variety of managerial tasks for the national team and accompany them during their training in Los Angeles.

## Sears Grant

The University of the Pacific recently received \$5,100 from the Sears-Roebuck foundation annual program in support of private institutions. The Sears-Roebuck foundation has supported UOP since 1960 and contributed \$100,000 in unrestricted grants.

## VendaCard

by Rowen

American Express and Charge used to be the idea short on cash, but now the University of the Pacific's Irving Library presents "VendaCard."

VendaCard, a convenient substitute for small change, a method for making xerox copies, annoyance of depositing documents, copiers will no longer be a problem. Instead, VendaCard is used for producing high-quality copies of sophisticated and advanced materials.

Saving users 5 cents a copy, "coin-buster" may be bought in economical packages: 100 copies at \$5.50, 250 copies at \$13.50, 500 copies at \$25.50. Without the cost is 10 cents. Cards are purchased Monday through Friday 8 a.m.-4:30 p.m., at U.O.P. library.



Dean Carl Nosse addresses an enthusiastic crowd at the Recital Hall Dedication.



President McCaffrey and Dean Nosse open the doors of the Recital Halls.

## Recital Halls Dedication

The Conservatory's Rehearsal Hall and Recital Center were formally dedicated March 11. Dedication ceremonies included performances in the recital hall, open rehearsals in the Rehearsal Hall and a ceremony of Dedication by President McCaffrey.



## antudos!

Louise Bachtold was selected as 1986 Distinguished Alumna of the UOP School of Education.

Bachtold was cited for her research in children's creativity, temperament and divergent thinking. She also received a \$204,000 grant from the U.S. Department of Health and Human Services to study abused adolescents and their families.

Bachtold earned her doctorate in educational and counseling psychology at UOP in 1963 and is a member of several state, regional and national psychological associations.

★

Merrill Schleier, UOP art history professor, received a \$6,000 grant to study the influence of skyscrapers on 20th century American art.

Schleier will use the grant, which was awarded by the Arnold L. and P. Graves Award in the Humanities, to conduct research at art history centers at the University of Syracuse, New York and the University of Minnesota at Minneapolis.

## Memoriam

Frank A. Lindhorst, a member of the UOP faculty from 1945 until his retirement in 1963, died recently in Bernardino at age 90.

He came to the University to establish a program in Christian Community Administration and was involved with the construction of the Hall as a community training center. He also was instrumental in the design of Central Methodist Church on Pacific Avenue. He was chairman of the Department of Religious Studies at the time of his retirement.

★

Political Science Professor Emeritus Enzo Baker died recently at age 79.

Baker started teaching political science and international relations at UOP in 1949. He retired from the University upon reaching the mandatory retirement age in 1964. He continued to teach, however, at Loma Linda University in Riverside well into his 70's.

★

Arnold, who served as College of the Pacific Director of Housing from 1936 to 1953, died recently in Stockton.

Arnold was awarded life membership in Archania Fraternity at UOP in 1950 and in 1954 was awarded the Order of Pacific for her service to the University. Memorial contributions can be made to the Ray and Ray Arnold Scholarship fund.

## Pacific Games Mean Business for California "Whiz Kids"

by Rosanne Brouette

What began as an "inspiration" for UOP Professor Newman S. Peery, has become serious business for 80 Northern California high school students. The students, who are attempting to solve the problems of a traditionally "whiz kid" industry, are participating in "Pacific Games" — a business simulations competition.

Funded by Burroughs and sponsored by the School of Business and Public Administration, "Pacific Games" presents a real-life business situation in the microcomputer industry via four simulated companies. Five-member student teams, representing 17 high schools, make decisions about production, pricing, advertising, and other variables with the aid of a microcomputer system. Team results depend on the economy and the decisions made by each team in the industry.

Peery was inspired to initiate Pacific Games after observing college students participate in business games at Emory University in Georgia. He submitted a grant proposal in the Spring of 1983 for a similar program and Burroughs funded a pilot project for 1984-85.

At Emory, game stipulations require that competitors be business majors. At the Pacific Games, however, students with backgrounds in math, economics and computers are particularly encouraged to participate.

"Through the use of competitive games, we hope to stimulate knowledge of computers as decision-making tools," says Peery.

Undergraduate chairperson of Pacific Games and SBPA finance major Ronda Dyke agrees — and sees other benefits as well. "Whether a student decides to pursue a career in medicine or filmmaking, the business element will always be there," says Dyke. "Opportunities to participate in business situations in high school may assure a better understanding of this element."

Of the 80 students participating, according to Peery, half receive no high school credit for their participation. "There can be as many as 15 to 20 students volunteering their time after school," explains Peery, "yet only five students are selected as team members who actually go to the finals."

San Francisco University High School's team displays the level of enthusiasm for the gaming competition that Peery describes. Team adviser Colin Sprang estimates that 23 students volunteered their time after school to participate last year and he anticipates a similar number for this year's competition.

"The students enjoyed the intellectual challenge of trying to outthink other students," says Sprang. He laughs when recalling the "powerful arguments" among team members, during the final competition, that were "all in good fun" and that culminated in a second-place recognition award for University High.

Sprang also attributes the development of an economics course at University to the success of Pacific Games. "Since we didn't offer a formal economics course last year, the games made our students think along new lines," says Sprang, "and the games demonstrated a need to offer courses in this area."

Winners of this year's four divisions will be determined at the playoffs at the UOP campus on April 24. They will then compete in a final game to establish the top team. Actual game play will account for 50 percent of a team's score. Other final judging criteria will be based on team presentations to a mock board of directors.

Inquiries about the UOP program have poured in from other universities. Two universities on the East Coast contacted UOP in the hopes of obtaining assistance in developing similar gaming simulations. Peery smiles when considering the likelihood of such projects. "Since our pilot project was a success, we hope to con-

tinue Pacific Games in the future."

But for now, Peery and Dyke are satisfied with the opportunity to organize the only inter-high school gaming simulation in the nation — one opportunity many high school "whiz kids" won't soon forget.



## Capital Campaign Update

by Doyle Minden

With a record amount of \$32,327,620 raised, the \$30 million goal of the Campaign For A Greater Pacific has been surpassed. Another \$1 million will have to be raised, however, to complete all projects included in the campaign, according to Jeremy W. Jones, campaign director.

"Inflation resulted in increased construction costs in several of the projects as the campaign progressed," Jones explained.

The campaign, the largest in UOP's 135-year history, has included projects that involve most segments of the University.

Nearly \$7 million was raised for School of Dentistry projects, and more than \$3 million was contributed for McGeorge School of Law. More than \$6 million was raised for programs such as endowed lectureships, scholarships and faculty development.

The remainder, more than \$16 million, was raised for construction and renovation projects on the Stockton campus.

Jones indicated that funding still must be completed for three major projects now underway.

Nearly \$150,000 must be raised to complete construction of additional chemistry laboratories to be moved from Weber Hall.

About \$400,000 will be required to complete renovation of Weber Hall for the headquarters of the School of Business and Public Administration. The second floor has been completely renovated and is now occupied by the School. Once the chemistry laboratories are moved, the first floor will be remodeled into additional offices, classrooms, and specialized conference facilities.

The largest amount of funding still sought involves completion of the \$6,000,000 library expansion program. More than \$5.3 million has been raised and construction will be completed this summer on the new William Knox Holt Library. Work will then begin on the renovation of existing facilities to form a completely new central library.

Some \$600,000 will be required to complete the library funding.

It is anticipated that a comprehensive report on the campaign, including a list of the more than 8,000 individuals, foundations and corporations that have made contributions, will be published next fall.



# OUTSIDE THE CLASSROOM

## WHAT TEACHERS DO BESIDES TEACH!

by Catherine

There are over 200 teachers at UOP, each with a different story and a different outlook on life. Marathoners, photographers, poets, performers, researchers, wine connoisseurs and scuba divers, are only a part of the team at Pacific.

### Prof. Joe King

Joe King didn't begin his hobby in the hopes of gaining nation-wide attention, it just seemed to work out that way.

King joined the UOP Engineering Department as a professor more than two years ago. With him he brought an 11-foot hanging toothpick sculpture and his unique talent for building them.



Joe King's unique space station sculpture.

"I didn't get started in this for the glory," said King. "I finished this thing when I was working for Burroughs computers and I hung it up in my office. By the end of the day there were 1,800 people lined-up down the street waiting to see it."

Thirty thousand toothpicks, a gallon of glue and 400 hours of work went into King's space station sculpture which now hangs in Khoury Hall. The space station weighs just eight pounds and is built in nine module pieces so it can be taken apart and transported easily.

"This burned me out for a couple of years," said King. "I didn't want to see another toothpick again for as long as I lived. Then someone from a television station saw it, and the drawings I had made for another sculpture. He said if I could build it in two months he'd put it on the air."

Over 200 hours of work and 5,000 toothpicks later, King gained local and national media attention for his design of a four-pound toothpick chair that could support over 2,000 pounds.

All this toothpick frivolity has its application to education as well. King routinely visits junior and senior high schools promoting the study of engineering. He frequently uses his toothpick sculptures as models.

"I want to teach the kids what engineering is all about," said King. "I show them that an engineer must start out with a list of specifications of what a device consists of. In the case of the chair, specifications were for a regular size chair made out of toothpicks, that had to be as light as possible, and had to hold 2,000

pounds. From there I show them my design drawings."

After a great deal of media attention and two years of "What are you going to do next?" from colleagues, King has begun a 23-foot replica of the Eiffel tower.

King's sculpture of the Eiffel Tower will include more than 100,000 toothpicks and three gallons of glue. It will be built in 13 modules, the largest of which will be the size of a small car. After receiving a letter from King, both Duco glue company and Diamond toothpick company agreed to furnish the materials needed.

"I started it over a year ago and my goal was to finish it by October 1987, in time for Johnny Carson's retirement," said King. "But I'll be leaving in May to teach in Africa for about 15 months so I probably won't finish it until about 1990. I guess I'll have to settle for David Letterman."

### Dr. Jean Matuszak

Jean Matuszak has been a professor of pharmacy at UOP since 1963. She's also a collector. Old bottles and jars, preparations, drawings, stamps, and photographs... just about any old thing catches her eye. But what makes Matuszak's collection so special is that it represents her first love: pharmacy.

"I really don't collect these things from a monetary point of view," said Matuszak. "I collect more for the enjoyment I get out of it. I collect things that interest me. I might save a picture just because I like the looks of it, not because it's particularly valuable."

But Matuszak does own some valuable antiques. Among them are a set of 18th century pharmaceutical weights and medicine jars. She also owns a collection of pharmacy stamps from countries around the world.

"I was first exposed to this hobby while I was still in pharmacy school," said Matuszak. "I was working for a pharmacy and my boss had an antique collection that I used to enjoy looking at. He gave me one of my first and most prized possessions, an old bottle with a glass stopper made by the Heisey Glass Company."

Matuszak has also integrated her hobby into her work. She now teaches a class in pharmacy history and arranges displays within the School of Pharmacy.

"I enjoy it. I like to have it around me, and I just love to hold these old things in my hands," said Matuszak. "I guess it's all a very big part of me."



Jean Matuszak poses with part of her extensive collection.

### Prof. Robert Dash

If you ask professor Bob Dash, Department of Modern Languages, to introduce you to his true hobby, he will probably lead you straight to his garage.

Dash has been the proud owner of a 1955 MG for over 20 years. And, according to him, not one moment of it has been in vain.

"This was the car that was on the cover of *Popular Mechanics* when I was 16 years old," Dash said. "I always thought that it would be some day my own one — and there it was, in the back of a used car lot... a poor little orphan all covered in dust."

"The dealer said that it needed a new clutch," Dash said. "We dickered about the price for about a week, but I ended up buying it with the money I had saved."



Bob Dash and his pride and joy — a 1955 MG.

that I would endure the clutch for as long as I could. That clutch lasted me 18 years!"

Dash's love affair hasn't cost a great deal of money. He explained that his car has been maintained, rather than fully renovated, which would have involved tearing the car down to the frame and rebuilding it with new parts. Dash prefers to leave the car in its original condition as much as possible.

"As a matter of fact," said Dash, "I have washed the car in 18 years to avoid ruining its original paint job. During the season that I use it (from through Thanksgiving), I dust it about three times a day."

There is good reason to treat this car with particular care... It is one of approximately 500 in the world. The model, TF 1500, was manufactured in England in 1954-55. Just over 3,000 of them were produced before the factory closed down to develop a new MG body style.

However, owning such a rare car also has its disadvantages.

"Unfortunately, they don't just give them away," said Dash. "They are very hard to find in many cases are special-made. It took me over 10 years to receive an aluminum part for the water pump."

"People often say to me, 'Oh I wish they had cars like this today,'" continued Dash. "They tell them how they would like a car that has wooden boards and coachwork with upholstery panels held with wood screws and carpet tacks. How would they like doors that are two inches thick next to a truck doing 60 m.p.h. People don't realize that



# ARTS

by Catherine Connolly

As is true with any profession, students of the fine arts need contact with the ever-changing realities of their future, and sometimes shakey career. They can see the talent of their professors, but there may be doubts concerning the mentor's contact with the "mean, cruel, real, . . ." world outside of the brick and ivy environment.

Keeping this in mind, and as a part of the newly conceived "Festival of the Arts," an effort has been made to invite some "stars" to the UOP campus. This seven-week program of art, music, drama and dance is an attempt to present the arts at UOP to the community. It also is a chance to give the student an opportunity to acquire some first-hand wisdom from a practicing professional.

The first of these attractions was Tandy Beal, a critically acclaimed dancer and choreographer. Having performed with the Nikolais Dance Theater, Beal, who performed solo at UOP on Feb. 28 and taught a class the following morning, has gone on to excel in an independent career. She has a command of a broad range of styles that create a special experience in modern dance for her audience. In 1982, she created a "mad-cap" version of Tchaikovsky's *Nutcracker* with acrobats and jugglers in addition to the dancers.

Beal has received recognition from the arts community in many different ways. She has attracted grants from the National Endowment for the Arts and the Rockefeller Foundation, among others. In the same vein, commissions have been awarded to her from many areas, including the Baltimore Opera and the Berkeley Symphony. In 1983, the American Council for the Arts named her the Most Outstanding Emerging Dance Artist of the Year.

Beal takes her skills to the public in an additional manner. She serves on the California Arts Council Dance Advisory Panel and the NEA Dance Panel and has taught at Cabrillo College, University of Utah and University of California at Santa Cruz.

There are six different people sharing their varied areas of expertise through the Art Department.

Kenneth Baker, who lectured on campus March 19, is presently senior art critic for the *San Francisco Chronicle*. He received the National Endowment for the Arts Critics' Fellowship in 1975 and 1978. His most recent articles have been in *Architectural Digest*, the *New York Times* and *Art in America*. Besides many part-time appointments, Baker was an adjunct faculty member in the Department of Fine Arts at Boston College.

Roland Peterson, who gave a lecture and demonstration of his work on March 20, is a printmaker and illustrator. A professor of art at the University of California at Davis, Peterson is an artist in residence at Shasta College in Redding. He has also traveled to Paris on a Fulbright Grant in 1970.

Ann Rhode and Jan Inouye, who will discuss quilts as art forms on April 3, have both fashioned quilts themselves and done collab-

*Continued page 11, column 4. . . see FESTIVAL.*

has no locks on the doors, no trunk, no glove box, heater and no air conditioning. Most people wouldn't put up with this car for 5 minutes."

But Dash has put up with it, and the love affair continues.

## Dr. Ann Zinck

Not all extracurricular activities are just fun and games. Many teachers at UOP partake in research activities. If you ask researchers in the School of Education, however, they'll tell you they have the best of both worlds.

Ann Zinck has been teaching at the university for 15 years. For five of those years she has been incorporating her love for computers into her teaching. She is now working on a research project that involves 4- and 5-year-olds and their acquisition of language skills through use of computers.

"We have found that these children really do enjoy working with the computer," said Zinck. "They will work on the computer up to 45 minutes if allowed and that's a long time for a 4- and 5-year-old to sit and do something."

Zinck is in her second year of research on the project and has been working with professor Sandra Seim and several students in collecting the data.

"The most interesting thing happened in January with the kindergarten kids," said Zinck. "What we've found is to have the kids come in and write a story on the computer. Naturally when they start out they just type random letters. Well, by January we noticed that they used the initial consonants for the words that were in their story. For example the phrase 'Once upon a time' was represented by random letter words that began with 'O', 'U' and 'T'. So they've gotten to the point of at least using representative letters of some meaning and we're predicting that their spellings will get closer and closer to the actual spelling of the words."

Zinck became interested in using computers in her teaching after purchasing her own home computer. She taught word processing through a local computer store and later took classes through Apple computer corporation. She now teaches classes in application software, logo, and programming logo for children at the UOP School of Education.

"The computer is absolutely the best possible tool any person could have," said Zinck. "I've also found it's motivating because it's so easy to get work done and it's so much faster that I do more things in my classes because of it."

Though research is not required of teachers at the University of the Pacific, Zinck says she has a special reason for doing it.

"We are committed to teaching here at UOP and it's very hard to find the time for research at all," said Zinck. "But I love it. . . I love to do research so much that I will always find the time for it."



Zinck with one of her research students. . . "I love to do research."



Bob Cox on the slopes

## Dr. Robert Cox

When not teaching English classes or running marathons, Robert Cox is making the most of his 35 years experience in skiing — and he's getting paid for it.

While many people spend their weekends sleeping-in, doing housework, or watching TV sports shows, Cox is on the slopes of Kirkwood as a member of the ski patrol.

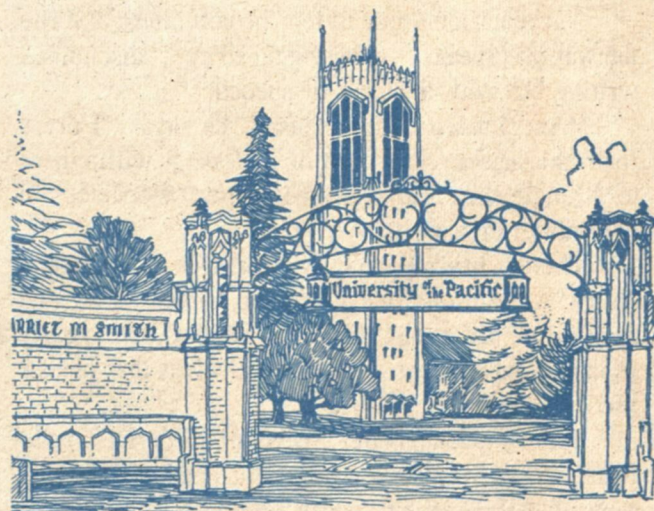
Cox became involved in professional skiing over ten years ago as a volunteer for the national ski patrol located at Kirkwood. After the national program was cancelled, Kirkwood hired Cox to work with their newly-formed professional team two days a week during the winter months.

"We start at 6:30 in the morning on storm days and do avalanche control," explained Cox, "and wherever we suspect there may be a dangerous avalanche condition developing, we artificially release it with explosives. We also ski the hills every morning before the public arrives and we patrol all day to make sure the general public will be safe skiing our routes."

Working for a ski patrol is an exhausting and potentially dangerous job, but Cox definitely enjoys it.

"I do it because, in a way, it's a kind of blue collar job and I like that as an alternative to being a college professor," said Cox. "I like physical work and I really like the people I work with — I admire them very much. They're very skilled and level-headed. They're really dependable people and I think of them as my good friends."

"I like the idea of being accepted as one of them," continued Cox. "I deal with students and there is a real difference in the roles we play. In the classroom I'm running the show, and of course at Kirkwood I'm not. I value it because I like being a worker among workers."



Many faculty members walk through the gates of Pacific each morning. But it is what our teachers do outside those gates that adds a different and diverse facet to their character — the kind of people who make learning fun, personable and exciting.



# PACIFIC PROFILE

by Glen

## TOM MURAWSKI

Tom Murawski wants to make your writing complete, to the point, natural and compact. . . fervently!

A man of extreme vitality (he pushes the word beyond its definitive limits), Murawski is — like the writing style he advocates — the antithesis of passivity.

Highly praised as a national authority on good writing, Murawski is neatly blond, quietly trim. Standing in the wings before one of his programs, he is almost demure looking. But, no sooner is he introduced than he is instantly transformed, sweeping into his audience like an evangelistic whirlwind.

"WELCOME TO THE CHURCH OF CLEAR WRITING!" he bellows good-naturedly, "ANOTHER CRUSADE HAS BEGUN!"

Waving his arms (and occasionally slamming a playful fist to the audio visual stand), Murawski drives home the edicts of good writing mid a delightful array of quips, quotes, and boisterous humor.

"Start fast!", he stresses. . . "make your bottom line your top line! Readers want to know W.I.I.F.M. (What's in it for me?)."

"Keep sentences and paragraphs short," he urges. "Use more lists, more headings, and when you get to the end, just stop! The best writing, like the best machinery, has no unnecessary parts."

But Murawski, who has literally changed the way much of the federal government writes, admits that it's not easy. "Simple writing takes complex effort," he says. "To be easy on your readers, you must be hard on yourself."

A 1965 graduate of the Air Force Academy and a retired Lt. Colonel, Murawski recently completed a 20-year military career. He was, primarily, an English professor at the Academy. He became, ultimately, a dynamic force in effecting the way military and government communicate.

"My career really took off after I earned my Doctor of Arts at UOP," says Murawski. "When I returned to the Academy from Stockton, I continued teaching the usual college English courses. I also started traveling to other Air Force units that wanted to improve their on-the-job writing. Thus, my 'road-show,' or short programs, were developed along with a series of video tapes."

Then the Navy heard about Murawski and he was "borrowed" for several years to work exclusively with them. "Their writing was grim, very inefficient," he recalls. "There was a lot of. . . 'it is requested that in accordance with the provisions of. . . ' But I have to hand it to the Navy for listening to an English professor from a rival service."

While with the Navy, Murawski wrote writing guides that are now used on all ships and stations. He traveled extensively with his programs, developed more video tapes, rewrote the Naval correspondence manual and wrote a new workbook. And he literally taught around the world — on land and sea.

"I even taught in a closet once," he says, laughing. "It was a big closet, beneath the Navy's

headquarters in London."

And then the White House heard about him.

"I was in the White House for a year, mostly teaching one-day programs to big groups of government employees. . . 23,000 of them! I tried to motivate people to rethink their old writing habits. I mean, old employees train new ones and old ways seem the safest. . . there's a lot of inertia."

Murawski believes it's hard to write in government. "Five people may pencil whip your letter before it even gets signed." The result of writing by consensus, he says, is "writing that mumbles."

"I find it easier to write now that I'm my own boss. I sign what I write instead of sending it up to be second guessed."

Murawski's programs now run from one-hour presentations to one-week workshops and are offered not only to government, but to academic and business communities, in which he hopes to expand his work.

"My programs have four themes," says Murawski. "I teach completeness. I argue for analyzing the audience. Business writing isn't self expression. In the working world, we write for readers who need to get things done."

"I teach organization and argue for getting to the point. A major problem is that too many writers, in schools and out, take forever to get to the point. Spill the beans in newspaper fashion!"

"I preach a natural style," he continues. "Write the way you speak. . . speaking tidied up. . . disciplined writing but with the ring of speech."

"And I teach compactness," he says. "I press for ruthlessness on the part of writers. A willingness to strangle their darlings and suspect wordiness in everything they write!"

Though Murawski aptly addresses grammatical issues, he cautions that grammar, punctuation, and spelling are just a start. "Mere correctness isn't nearly as important as clear expression of ideas that meet a reader's needs," he says.

Believing that "better writing needs periodic reinforcement," Murawski's programs reach people who may not have had any contact with an English professor for 5 to 20 years, or beyond. He strives to help people apply what they already know about technique, and to motivate them to work harder.

Admittedly, Murawski's theatrical teaching methods are out of the ordinary.

"Oh, I am shameless!" he laughs. "I pull out

all stops. . . I call it the 'Church of Clear Writing' knowing that I'll ring certain bells. . . I talk at children and country knowing I'll hit more bells. I think you have to be a performer to teach a subject as miserable as writing!"

Often confronted with the necessity to teach ideas that are unacceptable to some people, Murawski learned to rely on his humor.

"If I delivered some ideas with a straight face, people would reject them," he says. "I get audiences to accept unacceptable ideas through laughter. . . they're laughing, they're dropping their guard."

Humor also helps them forget their fear.

"Many writers are timid," says Murawski. "They're afraid to write anything for fear it won't come out right. I relieve some of their anxiety by telling them that it's not only O.K. to revise, it's probably essential. . . I acknowledge the tyranny of the blank page."

Murawski leans forward, eyes as clear as writing he preaches. "Few of us can be a William Shakespeare or T. S. Eliot," he says gently. . . "we can all learn to write a competent memo."

There's a twinkle in his eye as he smiles and says, "Go ahead, take the chance, spill the beans!"



Dr. Tom Murawski



## MURAWSKI ON

### LEARNING:

"If our children learn how to write in school, then they are likely to learn how to think, for there's a strong connection between writing and thinking. Writing disciplines the mind. Even if our children grow up to not write as adults — although the people with power in the 21st century will surely write, if only by talking to their word processors — our children will know how to think. . . And if they know how to think, they're part of a society less susceptible to shabby arguments than ours, and a society less susceptible to tyranny."

### TEACHING:

"I suspect that many teachers can't write well and many of them don't have time to read and respond to student essays. But can't they at least assign some essays? Engineering schools allow many of their students to graduate without ever taking an English course. If those engineering students are any good as employees, they'll bubble out of the laboratory and into an office. They'll be managers, and they'll need to know how to write."

"It's wonderful fun to be an English professor who can have an influence on the day-to-day working world. At times I see that I'm able to bring significant change to an organization. . . so I feel that I'm helping people in tangible ways."

### PACIFIC:

"I came to Pacific because I had decided that a traditional research doctorate was not for me. I wanted to teach and I wanted a degree that reflected my commitment to teaching."

"In 1971, the Air Force sent me to Southeast Asia and said if I survived my year at the war, I'd be sent for a doctorate. On my way overseas, I decided to swing by the University of the Pacific to check out its program. By chance I met Arlen Hanson, whom I liked instantly. . . I said 'well, this is the place for me!'"

"I loved Pacific when I was there, and still do. I liked the size of the school. . . I liked the personal attention people gave me. . . I liked the opportunity to tailor my program to suit my needs and interests. . . I liked the quality of the teaching staff."

"The accumulated moments sitting in Charles Clerc's novel class, in Arlen Hansen's American literature class, in Louis Leiter's poetry class. . . gave me a sense of being in the presence of first-rate minds who not only knew their subjects but were decent human beings. They suggested to me that one could be both an academic and a splendid person. . . there seemed to be some connection between learning and civilization. Pacific is my favorite."

### HIMSELF:

"Between lectures, publications, and videotapes I've helped nearly a million people to write better. But my greatest thrill came when a student brought me the essay he had written for a Rhodes Scholarship. The essay was late, and he had little confidence in it. I read it, found one wonderful sentence, got him an extension on the deadline, and, to make a long story short, he won the Rhodes Scholarship."

"So my great moment was finding one fine sentence to build on."

# Commentary

## Why People Give

by Clifford L. Dochterman

Over the years I have received hundreds of checks generously given to Pacific. It is fascinating to speculate on the reasons why people voluntarily give money to a university. The fact that colleges and universities need financial support in these days is seldom sufficient reason in itself to motivate the hundreds of friends who annually make gifts to higher education. Acts of philanthropy stem more from personal feelings of gratitude, satisfaction and fulfillment than from an obligation to help meet monetary needs of the institution.

Charitable giving comes from the heart of the giver; frequently, a gift will do as much for the donor as it does for the institution to which it is given. Giving to a cause which one believes to be worthy fulfills some of the deepest yearnings in an individual's life — love, compassion, appreciation, happiness and other emotional rewards. People give to a purpose or cause which has meaning or significance in their lives.

The cynic suggests that gifts are given because of "tax advantages." Seldom is such a conclusion justified. Tax considerations rarely are the sole motivation for a gift. Clearly the provisions of tax laws may influence the manner, amount or time that a gift is given in order to take advantage of the benefits provided by government tax regulations. But a donor must first be motivated by a desire to give — the tax law merely provides procedures to make giving, in some cases, less costly.

Our experience at Pacific demonstrates that gifts are to "causes" which have attracted the imagination and interest of a donor. Some givers to the Annual Pacific Fund are motivated by a deep conviction in the value of keeping independent higher education strong and viable in our society. Pacific is a symbol of such high quality independent education.

Other donors give to the University in repayment for scholarships or special assistance they received during their student days. Occasionally a gift is received to enable a deserving young person to receive the kind of special opportunity the donor had in earlier years, or perhaps to attain the experience the donor never had. Gifts are seldom made to pay the costs of campus utilities, maintenance or debt service. But donors respond when a case is made to provide educational opportunities for a brilliant young scientist, or a talented musician, or to build better instructional facilities for teaching eager students. Opening doorways for the next generation has always been a noble ambition.

Gifts come to Pacific for an amazing array of reasons. A check arrives for a scholarship fund in memory of a deceased classmate. An engineer contributes to purchase state-of-the-art engineering equipment to help prepare young people to enter the pro-



Clifford L. Dochterman, Vice President — Executive Assistant

fession. A parent's gift acknowledges the growth and maturity experienced by a son or daughter. An alumnus expresses deep affection for a mentor faculty member through an annual gift to the University. One donor, who gave a gift to endow a permanent scholarship in memory of his deceased wife who had graduated from Pacific, traveled 3,000 miles to visit the University. "I wanted to see for myself," he said, "the University that could produce that kind of wonderful woman."

A scholarship patron finds personal satisfaction in the gratitude expressed by a student scholarship recipient. Funds for new library books reflect the donor's conviction in the value of a well-maintained modern library as the center of academic life. In virtually every instance, the 7,000 donors to Pacific last year gave gifts to satisfy personal feelings of gratitude and appreciation for the relationship they have had with the University.

Personal fulfillment is sometimes demonstrated in unique gifts. A recent gift for thirty dollars came from a donor who wanted to reimburse the University for electric light bulbs he had vandalized some twenty years ago during a student prank. A campus neighbor made a gift to purchase a bench to be placed along the route of his daily exercise walk across the campus.

Occasionally campus colleagues mention that they read of a person of great wealth who ought to make large gifts to education. Wealth in itself is not the criteria for gift giving. Gifts are not given because of the size of one's wallet, but rather because of the feelings in one's heart and conviction in one's mind. The person who freely gives to those causes which are important in their life truly is blessed in many ways. One of the greatest satisfactions in life is to give what we can to a cause in which we believe. We are grateful that so many friends believe in the values found at the University of the Pacific.



# TEACHING AT UOP

Teaching undergraduate students is at the heart of the University's mission. It is the University's number one endeavor, and is a primary source of pride.

In the following columns, recent recipients of the Distinguished Teacher of the Year Award share their thoughts on teaching at the University of the Pacific. At the same time, a cross section of students present their views of teaching and what it has meant to their college experience.

## DR. CARL WULFMAN COLLEGE OF THE PACIFIC, PHYSICS DEPARTMENT 1982 DISTINGUISHED FACULTY AWARD

Students commonly arrive in college with a respectable store of information, ideas and beliefs — but without the reasoning tools to make much of this useful to themselves or others.

One of the joys of teaching physics at UOP is that one has a superb opportunity to help young people develop the reasoning skills that will later make it possible to trust their judgements as doctors, engineers and leaders in a variety of roles.

With first-year physics students one becomes part of a process which must, within a year, develop minds with a greatly enhanced ability to use abstract thought to analyze concrete situations. The process is time-consuming, troublous and expensive, for the student mind and the faculty mind must grapple with one another. It does not take place in the large lecture classes common in tax-supported institutions.

With advanced students the pleasures and difficulties are different. Once students have learned to reason reliably, one can responsibly encourage them to play with ideas, and then try things out on the real world. One provides a stimulating and supportive environment, and encourages students to first nurture, then criticize, and finally test in practice, the ideas they develop in this environment. This, too, is time-consuming and expensive education. It is the kind of quality education that attracts students, employers and philanthropists to fine private colleges and universities — and it is joyous education.

## TOM LIMA COLLEGE OF THE PACIFIC, PRE-LAW SENIOR

Although academics and social interaction are both vital parts of a stu-

dent's college education, most students attend college primarily for the knowledge. I have attended UOP for the past eight semesters in hopes that I can build a foundation to preface my law school studies. My personal expectations of UOP have been met.

There are various methods and styles of teaching possessed by the many instructors with whom I have interacted. They range from the creative antics of Dr. Kerry Doherty of the Economics Department to the calmness and collectedness of other instructors. Although I have few complaints about the methods of the many instructors I have known, I have found the lively and creative classroom a more conducive setting. Such an atmosphere helps an instructor to maintain the constant attention of his/her students. In these settings my retention of information has proven to be higher than in other settings. In other words, comic relief helps relieve the stress that is sometimes associated with college.

The University of the Pacific has met my expectations as an academic institution. The small classes and diversified faculty have helped me to increase my academic knowledge as well as social knowledge.

## DR. DAVID Q. FLETCHER CIVIL ENGINEERING, SCHOOL OF ENGINEERING 1983 DISTINGUISHED FACULTY AWARD

Teaching at the university level is a neverending source of challenge, frustration and satisfaction. It is rife with moments of elation, periods of tedium and flashes of fear. There are few experiences which compare with facing the first meeting of a new class. No matter how well-prepared you think you are, unanticipated questions always seem to arise. Even after 13 years of teaching, students continually raise questions which demand rethinking my approach to the subject. This continual feedback is both refreshing and unsettling, since it



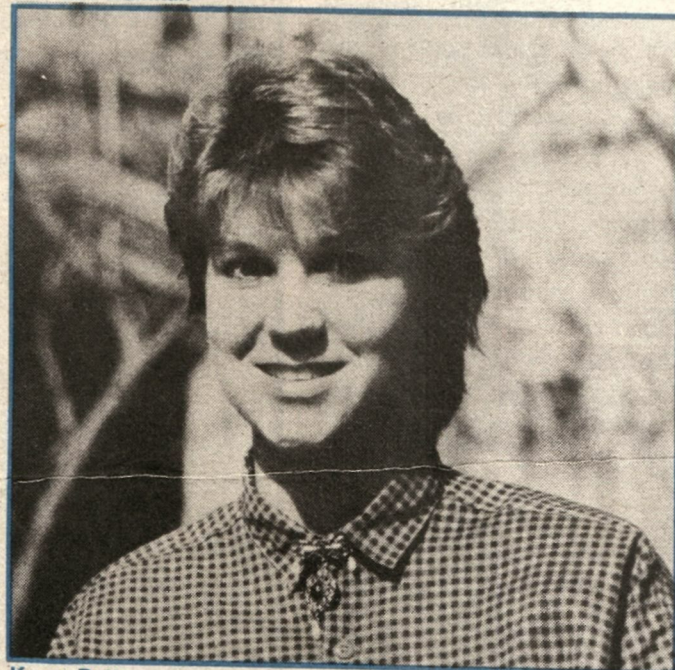
Tom Lima



Chris Hanna



Dr. Carl Wulfman



Karen Butts

keeps me ever uncertain about the depth of my understanding of the material. The symbiotic relationship between teacher and student is perhaps one of the most attractive aspects of university teaching.

In addition to the constant stimulation from students, university

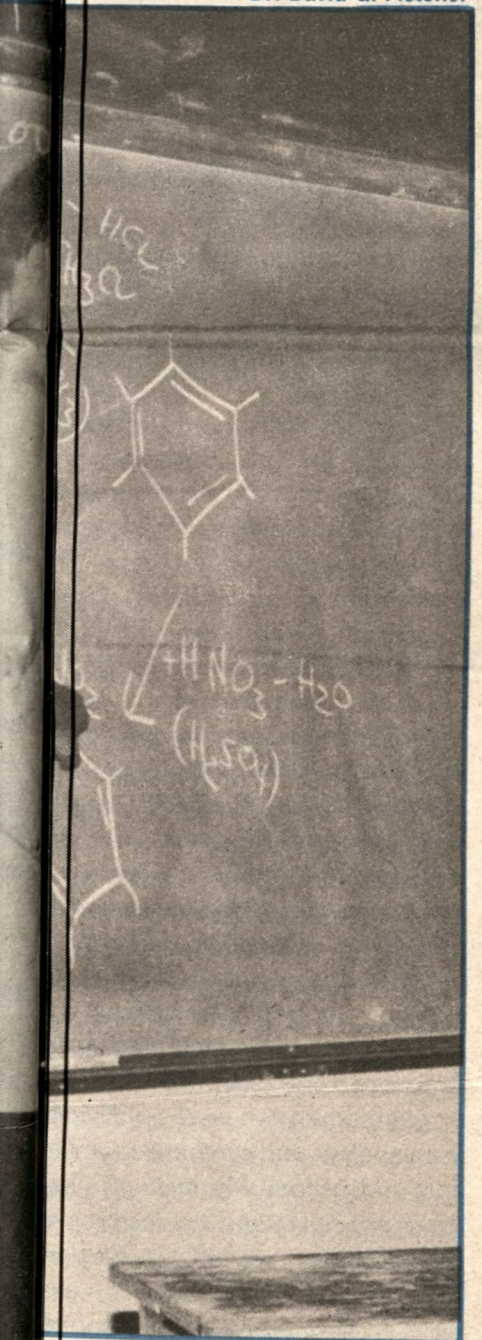
faculty interact with one another in ways which are unique to a university setting. There are very few university organizations which bring highly trained people of such different backgrounds together and allow the time to utilize the valuable source represented by their co-







Dr. David Q. Fletcher



Dr. Paul H. Gross

sic value simply because of the position held by the speaker. Thus, care must be exercised to separate opinions based on one's specific expertise from opinions one holds as a layman in another field. In no case should faculty use their positions to imply expertise they do not in fact have. This kind of behavior on the part of a teacher undermines the trust which students must have in the information they receive. The appearance of authority is no substitute for rational argument.

If I could guarantee to provide two things to every one of my students, I would give an active intellectual curiosity and a well-developed skepticism when dealing with authority. I am reminded of a quote from Galileo, who was certainly someone who suffered greatly from the imposition of authority:

"In matters of science the authority of a thousand is not worth the humble reasoning of a single individual."

We would all do well to follow Galileo's advice, not only in matters of science but also in all other areas. This is not to suggest that obstinance is a virtue, but rather that unquestioning belief in authority is foolish. One of my pet peeves is the concept of a "team player" — one who supports the aims of the leaders of his organization without dissent. This type of behavior certainly causes things to run smoothly in the short run, but in the long run a freer exchange of ideas between all members of the organization will result in a healthier climate for all.

**CHRIS HANNA  
COLLEGE OF THE  
PACIFIC  
ENGLISH, JUNIOR**

After spending a year at New York University with a student body of 40,000 and classes of a few hundred students each, I'm pleasantly surprised and relieved with the teaching I have found at Pacific. Not only is the quality of teaching superior, but office hours are both attended and encouraged, and professors promote student discussion both in and out of the classroom.

The teaching process is more effective here than at a large university. The student classes are very small, which provides maximum student-teacher interaction. Instead of performance based solely on a multiple choice midterm and final, the student demonstrates his academic abilities throughout the semester with projects and assignments. Most classes in COP meet four times a week, which makes for better student retention and follow-through. And teachers take student suggestions and feedback into consideration, and are willing to

modify or augment their teaching approach to fit the needs of the student.

Because teaching and its quality is the main concern at UOP, the student feels more like an individual, and not a social security number. Because teaching, and not publication, is stressed for the faculty, they have the time and energy to devote to student ideas and interests. The faculty is better in tune with student needs and services, which opens up opportunities in terms of career counseling, committees, co-ops and internships.

It's unfortunate that at such a critical period in a student's life, most universities, especially large ones, offer the least opportunities and incentives for advising and close faculty-student interaction. We are lucky at Pacific to have teachers with an avid interest in student potential, which in turn promotes an interested and goal-oriented student body.

Finally, the teaching philosophy at Pacific is extremely conducive to a liberal arts education, which is gaining more and more interest from employers and students alike. The move away from a technical, more specialized education, to a broader-based liberal arts background makes the Pacific philosophy of student-teacher interaction ideal. UOP is right on target with the needs of its student body.

**DR. PAUL H. GROSS  
COLLEGE OF THE  
PACIFIC, CHEMISTRY  
DEPARTMENT  
1985 DISTINGUISHED  
FACULTY AWARD**

What do I like about teaching at UOP? Well, it is definitely not the salary — although I like what there is of it. I do like my new laboratory for graduate and undergraduate research; both go together in our department, providing valuable interaction and cooperation between advanced and beginning students. The new undergraduate organic chemistry laboratories will give support to our traditionally strong experimental emphasis in this course. I like that because the laboratory experience has, in my opinion, an even larger carry-over value than the classroom content of the course. In a way, all laboratory experiences are interdisciplinary; therefore, a lot of laboratory simply means that responsible teaching at a liberal arts college must be building generally applicable skills — as opposed to providing a smorgasbord of knowledge. Laboratories are expensive, and I like the University administration for responsibly providing them.

Most of all, I like the students. While there is mutual respect here

between students and teachers, the students understand that a university is a hierarchy and that responsibility must be matched with authority, and vice versa. When they find out that their high schools did not provide them with the linguistic, cognitive and analytical study skills necessary for our courses, then they also realize, after a while, that what is not their fault must still be their problem. It is often difficult, but most of them bear with me when I show up their gullibility by Socratic questioning. And when they go out more thoughtful and critical than they were when they came in, and yet give me a good evaluation, I feel I have made a difference by professing my creed. I like that.

**KAREN BUTTS  
COLLEGE OF THE  
PACIFIC, PSYCHOLOGY/  
COMMUNICATIONS  
SENIOR**

Whenever I'm asked why I like UOP, my answer is always the same. I like the small classes and the personal teacher-student interaction.

In small classes, I find that I already know or get to know most of the students, as does the professor. In this kind of personal atmosphere, students feel less inhibited to ask questions, to challenge a point or to initiate discussion. For me, this is where much of the learning takes place.

At UOP, I've found that the students truly do come first. Whenever I've needed to reach a professor to discuss an academic or personal matter, I've always found my professors to be available for me. On the occasions when I was unable to reach a professor on campus, I felt no hesitation in calling him or her at home.

My academic learning experience at UOP has been so ideal for me because I've known my teachers not just as lecturers, but as people. . . people who have taken the time to know me as a person as well.

**ROBERT OAKES  
SCHOOL OF BUSINESS  
AND PUBLIC  
ADMINISTRATION  
SENIOR**

The strength of the University of the Pacific lies in its quality teaching staff. The commitment to students exhibited by the professors is probably this university's best asset. I have never had difficulty seeing an instructor to discuss an assignment on a "one to one" basis. Whether I wanted

Continued next page, column one. . . see Robert Oakes



to discuss an upcoming assignment or receive feedback on a past assignment, the professors have always been extremely accommodating. Last semester I was having difficulty in a finance class and the professor was willing to meet with me after six on a weeknight. Now that's commitment.

I transferred to UOP from a small community college. One reason I chose UOP was because I figured the small size would enable me to get to know my professors on a personal level. I have not been let down. As a matter of fact, I was amazed during my first semester when instructors announced in class that if there were any questions or concerns, we could see them in their offices. The fact that they encourage office visits provides students with a real feeling of belonging. I have even had classes in which the professors gave their home phone numbers to the class. What is probably even more amazing, though, is when they were called at home, they were always willing to help. I even had one professor call me long distance after he received a message from me saying that I needed help on an assignment. I doubt that type of behavior is common on many college campuses.

This campus is unique because the faculty not only tells you they care, they prove it!

I have never had a class with more than 35 people in it. This allows for discussion and enables the individual greater opportunity for growth. I believe the instructors relate to students as individual human beings. It is really nice not being a number. It's also a good feeling to walk down halls of the school and have professors greet you by name or comment on your work in their class.

The entire environment at UOP reflects its commitment to being a teaching institution, as opposed to one which focuses solely on research and offers little in the way of the personal recognition that all people deserve.

**DR. GEORGE H. LEWIS**  
COLLEGE OF THE  
PACIFIC, SOCIOLOGY  
DEPARTMENT  
1984 DISTINGUISHED  
FACULTY AWARD

The thing that first attracted me to UOP, and which has kept me here, is the support and encouragement I've received from many faculty colleagues and students to develop non-traditional but important courses, such as "Popular Culture and Society," and "Photography as a Tool in Social Research." Pacific has become known in academic circles as a

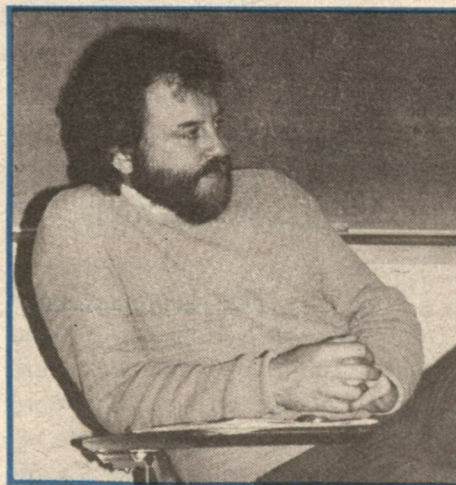
pioneer institution, one that is not afraid to try on new majors or courses.

In 1981, for example, my course in popular culture was described in a book entitled Teaching Innovations In Sociology, published by the Committee on Studies in Education and, in 1982, the American Sociological Association singled out my social research course as one of eleven in the whole country chosen to represent the best ways of teaching that subject. These courses would likely not have been created if I had been teaching in an unimaginative and highly structured educational system.

This flexibility of Pacific's academic system — which was at its creative peak with the January Winter Term — is an important thing not to lose in the mid-1980's as the University finds itself, as do other educational institutions, having to retrench.



Robert Oakes



Dr. George H. Lewis

We must continue to seek, nurture and encourage creativity within a liberal arts tradition. UOP is distinctive in this regard. We can't afford to lose it.

**BRUCE BURNS**  
SCHOOL OF EDUCATION  
SENIOR

Dr. Skippers said I would be exhausted every evening, Dr. Chambers reminded me that it would be an excellent experience and Dr. Clawson simply smirked, hinting of the excitement and long hours of student teaching.

Entering the School of Education four years ago, my advisors worked

with me in planning for my one goal, student teaching. Surprisingly, as a freshman I had already decided upon my major and, furthermore, I had decided that I wanted to teach now — not four years from now.

Fortunately, the School of Education could remedy my problem — in a compromising fashion, of course. The solution was to earn a degree and a teaching credential while gaining experience. Looking back, I think that offering classes with field work is one of the School of Education's greatest and most appealing attributes. From my first days at UOP I was able to view my choice of occupation and gain insight about it through field work, not textbooks alone.

Textbooks did play a part, but only a minor one. The one who teaches from the textbook has the greatest part — the professor. I have,



Bruce Burns

fortunately, been able to meet quite a few of these scholars as mentors and as friends.

My tenure here at the School of Education is slowly fading away, but I know that I'm a more well-rounded individual and teacher due to an outstanding faculty. And no matter how far away I may go, I know I have the friendship of my professors to fall back on.

All in all, I feel prepared for the real world of teaching. The knowledge I have gained in the School of Education's classes, the Stockton schools and from my professors has enabled me to be a confident and excited professional — ready to answer the classroom bell.

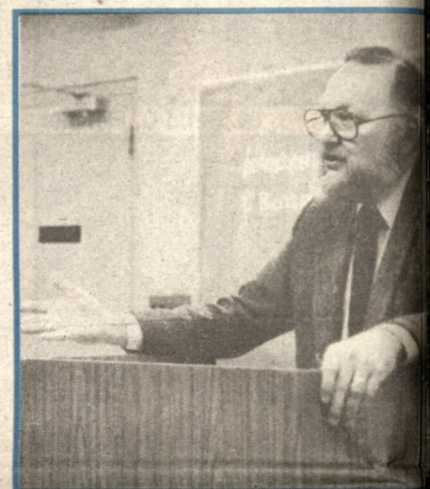
**DR. MARVIN H. MALONE**  
PHYSIOLOGY/  
PHARMACOLOGY,  
SCHOOL OF PHARMACY  
1984 DISTINGUISHED  
FACULTY AWARD

As a professor of pharmacology and toxicology in the School of Pharmacy, I am not interested in being a performer or in being amusing and popular. I am interested in delivering a message and secondarily in developing in students a system for learn-

ing and logic.

All drugs are potential poisons but not all poisons are potential drugs. Drugs are chemicals used to prevent or mitigate disease, disability and pending death. Poisons are chemicals that can produce or accentuate disease, disability and impending death. The borderline between drugs and poisons is extremely fragile. Physicians are excellent diagnosticians, relatively good at prescribing but with virtually no training in toxicology. The pharmacist is the one responsible for the individual standing between the physician and the patient in regard to drugs.

Everything students learn in pharmacy courses is a matter of health versus disease, ability versus disability versus death. Students coming to pharmacy school are vigorous and healthy. They have little intellectual and visceral appreciation of



Dr. Marvin H. Malone

disease, disability and impending death can mean to a patient. Students often come to college with a strong philosophy learned in high school: "cram/exam/forget forever." This philosophy of learning cannot be applied to pharmacy education.

The amount of material students must learn and learn to use for the benefit of the patient is excessive in my courses. Nevertheless, I take great care to teach the physiological basis of disease, short-term and long-term memory, working and latent knowledge, to teach that knowledge by itself is not useful — one must be able to select the facts that will allow one to select and prevent medical problems. Systems of learning are presented which by one can proceed from knowledge to comprehension and application, from analysis and synthesis to evaluation and action. My testing follows these principles and the lectures become progressively more difficult. Students complain that I "never let up" — even on the last day of classes. I could not with the observation that real learning never "lets up" and that now, more than after graduation, is the time to make mistakes.

In a world where monetary gain is correlated with entertainment and merchandising rather than the delivery of intrinsic worth, I continue teaching since it still allows me to concentrate my life on the latter.



## TOM AUSFAHL COLLEGE OF THE PACIFIC, ECONOMICS SENIOR

It was on a hot August day that my family and I arrived at UOP dragging along everything in this world which was important to me. I checked into Grace Covell, found my room and started to move in. After a while I said our goodbyes and my family and I was on my own. The "college experience" had officially begun.

It has been almost four years since that August day and my time at UOP is rapidly nearing an end. As I reflect back on these years and attempt to think of those things which have gone into making my college experience what it has been, I think about the friends I have made, the ac-

preciate the effort made to get to know me on a personal level. I have spent more than one office hour discussing everything but school. On other occasions, I have been in a class which has been invited to a teacher's home for dinner. An evening of pizza and beer with faculty members has sometimes ended with a game of "quarters." It is incidents such as these which have meant so much to me during my time at UOP.

The past four years have been difficult and trying times for the faculty. They have often had to teach under less than ideal circumstances, and a drop in morale could certainly be understood. However, during these times their enthusiasm, dedication and professionalism never seemed to waver. They have been an integral part of my overall college experience — though in the past I may

nature, teaching is **MUTUALLY CREATIVE**. In other words, as a teacher I try to stimulate. . . then the student goes beyond me and fills in the blanks. That's why we ask them to read and write and research.

In order to be a good teacher (if I am one), I've got to really respect, deeply, a student as an emerging human being. They are not complete and we've got to realize that and respect it.

A good teacher goes beyond teaching. A good teacher needs to research and write. . . in order to bring the cutting edge of our discipline to our students.

Also, I think we've got to really like young people.

A good teacher has a great deal of fun. As far as I'm concerned (and I mean this for me personally), there is very little work/play dichotomy in



Ausfahl



Dr. Dewey Chambers

have been guilty of taking them for granted. I would like to take this opportunity to say, "Thank you, for helping to make my years at UOP as rewarding as they have been."

## DR. DEWEY CHAMBERS SCHOOL OF EDUCATION 1982 DISTINGUISHED FACULTY AWARD

Teaching is an art. It's an art of communication. It's an art of discovering the needs of students within a discipline, and then fulfilling them.

I think teaching, good teaching, means you've got to have a very firm background in what you're teaching, and it must be current.

I also believe that part of teaching is theatrical. I think we must present well. . . I think we must dress well. . . and we must present material in an exciting way.

Like any other activity of this

teaching. I so enjoy teaching that really, I ought to be paying the University for letting me do it!

I've taught at nine universities, all over the world. The Pacific student is a very special one. They come in and they're open. . . they're ready to hear a point of view. They're not afraid to disagree with that point — as long as they can justify that disagreement. I don't know all the answers, (I'm not sure of the questions), but I welcome disagreement as long as it's scholarly. We are a scholarly community.

I have never wanted to be in administration. I have never wanted to be a department chair, or a dean or a vice president. I have always wanted to be a teacher. I am one, and I'm very proud of it.

My professional purpose is teaching. Without it I wouldn't exist professionally, and I know that. That's how important it is to me.

A teacher touches eternity. What I do today will reach tomorrow's grandchildren and beyond.

FESTIVAL . . . continued from page 5.

tive works. Rhode has exhibited her quilts in Berkeley, Oakland and Monterey and has had articles appear in many publications designed for quilters.

Designer and illustrator Dugald Stermer, who will be on campus April 9, designed the official medals for the 1984 Olympic Games and is the Associate Editor of *Communication Arts*. His work has appeared on the cover of *Time* and in various publications featuring superior illustrators, including *Graphis* and *Print*. He has published two books and is currently working on a third.

The final Art Department guest will be Cliff Sowder, who will lecture and demonstrate his glassblowing skills on April 15. Since 1968, he has been an instructor of art, glass and clay at Shasta College in Redding. His work has been shown throughout Northern California and he has juried exhibitions at California State University at Chico and others in that area.

The Festival of the Arts will conclude with the UOP Opera Theater's performance of *Susannah* on April 20. The composer, Carlisle Floyd, will be on campus to teach workshops and seminars April 19 and 20 and will attend the opera performance.

*Susannah* had its world premiere in 1955 at Florida State University, where Floyd taught from 1947 to 1976. It was then performed by the New York City Opera in 1956. The next year Floyd received the New York Music Critics Circle Award. His piece was the only contemporary opera included in the Metropolitan Opera National Company's inaugural season and was America's opera entry in the Brussels World's Fair.

Floyd has received many honors over the years including a Guggenheim Fellowship and major commissions from the Kennedy Center Foundation and the New York City Opera. He also served on the Ford Foundation Panel and was chairman of the Opera/Musical Theater Panel of the National Endowment for the Arts.

In addition to being in demand as a stage director for opera and musical theater, Floyd holds the M.D. Anderson Professorship at the University of Houston School of Music.



# PACIFIC • PACIFIC • PACIFIC

## Clubs

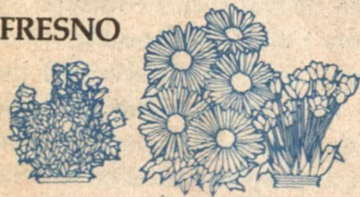
### SACRAMENTO

Professor Boyd Mathias spoke to a sell-out crowd at the Valley Halley Rally sponsored by the Sacramento Pacific Club. The group is planning a summer event at the Fair Oaks Shakespeare Festival. Anyone interested in helping with planning is welcome to come to the Steering Committee meeting on April 23. For more information call Joanne Casarez, (916) 428-6135.

### STANISLAUS

The Stanislaus Pacific Club is hosting a "Dinner with the President" on April 17. President Stan McCaffrey will speak to the assembled alumni, parents and friends at the S.O.S. Club. Advance registration is necessary. For more information call Dawn Mensinger, 869-4471, or Margie Lipsky, 522-6161.

### FRESNO

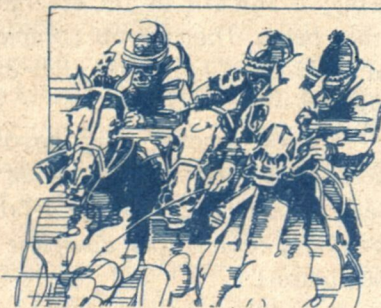


The Fresno UOP Club is inviting Pacificans to a "Wild Flower Walk" and barbecue lunch with botany professor Dale McNeal on Sunday, April 6. Participants will meet the car caravan at Fresno State parking lot at Shaw and Maple at 11 a.m. For more information call Al and Mary Stockdale, 252-8206, Price and Joretta Burlington, 435-9517, or Walt and Betty Baun, 255-1661. Advance reservations should be made before March 31.

### LOS ANGELES

The Los Angeles Pacific Club Board of directors held a meeting and participated in a phonathon on March 5. Plans were made for a May 10 wine tasting which will take place in Solvang and the Santa Ynez Valley. In July there will be a repeat of last summer's popular event — dinner and concert at the Hollywood Bowl. For more information call Esther Decker, (818) 584-0016.

### SOUTH BAY



The South Bay Pacific Club invites Pacificans to "A Day at the Races at Bay Meadows" on Sunday, April 20. A buffet brunch will be served at noon in the Turf Club overlooking the races. Dr. Elliot Kline, Dean of the School of Business and Public Administration, will be the special guest. For more information call Pam Dovala, (408) 554-8463 or Jan Lassagne, (408) 446-0597.

### EL DORADO

The El Dorado Pacific Club invites alumni, parents and friends to a talk by Professor Boyd Mathias on Halley's Comet. The event will be held at Veterans Hall at the Placerville fairgrounds Friday, March 21 at 7:30 p.m. Wine and cheese will be served. Later that night there will be a star and comet watching party at a selected hilltop site in Placerville. The location will be announced at the talk. For more information call Frank Piceno, 622-1173, or Dan Fausel, 626-4598.

### BAKERSFIELD



UOP alumni, parents and friends in Kern County are invited to enjoy coffee and dessert with Donald Sorby, Dean of the School of Pharmacy, Friday, May 2 at 7:30 p.m. Sponsored by the Bakersfield Pacific Club, the event will be held at the home of Kirk and Kathi Sakamoto, 3421 Eastview Court. For more information call Kathi, 832-7429, or Shirley McConnell, 758-6751.

### EAST BAY

The East Bay club will hold a wine tasting/wine tour at Elliston Winery in Sunol on May 18 at 3 p.m. Dr. Roger Barnett will be the guest speaker. Wine, hors d'oeuvres and the tour are included for \$9.50 per person. A potluck

dinner to be held this summer is still in the planning stage. Club activities for 1986-1987 will be discussed at that time. For more information contact Cecelia Williams, (415) 687-0190, or Stan Lichtenstein, (415) 531-1948.

### HAWAII



UOP Professor Neil Lark, on sabbatical leave for research at the University of Hawaii, spoke to the Hawaii Pacific Club at Chaminade University Auditorium on Feb. 28. For more information about future events call Helen Brinkmann, 942-2448.

### SAN FRANCISCO

San Francisco Peninsula Pacificans gathered for an elegant dinner at the restored Kohl Mansion. Dr. Boyd Mathias spoke to the group about Halley's Comet. For more information about future events call Dale Black, 573-7165.

### MONTEREY

Dean Reuben Smith, formerly a faculty member of American University in Beirut, Lebanon, will speak to the Monterey Pacific Club about "The Middle East: Roots of Conflict." The event will take place on Sunday afternoon, May 4 at the Crossroads Community Room, the Crossroads Carmel. There will be ample time for questions and conversation at this informal event. For more information call Wendy Banks, at 624-0317.

## Memories



Each year distinguished alumni are invited to return to the campus to speak with students about professional opportunities and challenges. Regent and Mrs. Wilson host a dinner to which all the Fellows were invited. Regent George H. Wilson is shown here congratulating alumna Ginger Ivors DeBow '60 on her membership in the Alumni Fellows Society.

## Calendar

### April

3\*

Lecture by Jan Inouye and Ann Rhode on quilts as an art form.

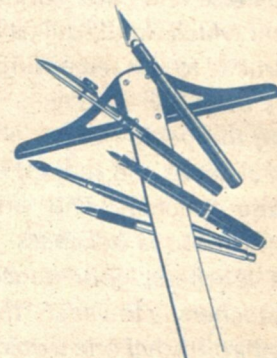
6\*

A Capella Choir President's Concert, William Dehning conducting



7

All University Student Exhibit at the UOP Gallery through April 25.



9\*

Presentation by Dugald Stermer, designer and illustrator.

10\*

UOP Spring Dance Concert, "UOP Is Dancing," through April 12.

11

39th Annual California History Institute. For more information call the Holt-Atherton Center, (209) 946-2405.



# PACIFIC • PACIFIC • PACIFIC

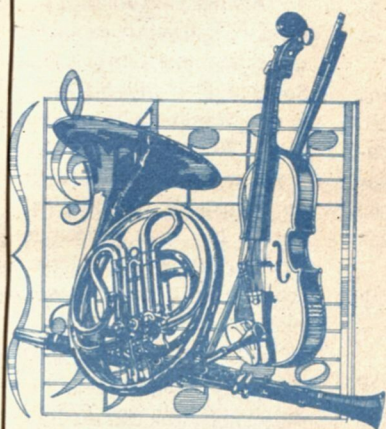
15\*

Lecture and demonstration of glass blowing techniques by Cliff Sowder.

**Pacific Family adventure** is alive and doing well. . . The first annual Pacific Family Camp for alumni and friends of UOP, to be held at the Feather River Prep School in the beautiful Plumas Eureka National Forest area will begin on Sunday, August 10 and continue through August 16. Please write the Office of Lifelong Learning for a detailed brochure: Knoles Hall Room 214, University of the Pacific, Stockton, CA 95211, or call (209) 946-2424. Accommodations are limited, and registration by April 15 is advised.

20\*

UOP Opera Theater production, "Susannah" — Carlisle Floyd, Composer in Residence; Edna Garabedian, Director; George Buckbee, Music Director.



22

UOP Percussion Ensemble Concert with Allen Brown.

24

Pacific Daze, through April 27, including the International Spring Festival on April 26. For information call UPBEAT, (209) 462-1770.

27

Concert by the University Choruses, William Dehning and Lois Harrison conducting.

28

Senior Studio Art Exhibit at the UOP Gallery through May 10.

29

UOP Jazz Ensemble Concert, Allen Brown conducting.

## May

1

UOP Drama Productions: student-directed one-act plays, also on May 2.

2

PCAA Tennis Championships, Men's at San Jose and Women's at Irvine, through May 4.

4

UOP Band "Pops" Concert, C. Dale Fjerstad conducting.



5

Collegium Musicum, George Nemeth conducting, assisted by Terry Mills, lute.

10

UOP PARENTS: Finals begin and continue to May 16.

16

Lady Tiger Softball Regionals, continuing on May 17.

16, 17, 18

COMMENCEMENT WEEKEND



Conservatory of Music Commencement Concert, UOP Symphony Orchestra and student soloists.

\* denotes UOP's "Festival of the Arts" events which present the creative arts at UOP to the community.

For more information on these events, refer to the following phone numbers:

Athletic Office, (209) 946-2472  
Conservatory Box Office,  
946-2418

Art Department, 946-2242

Long Theater Box Office (Drama and Dance events) 946-2474.

The Annual Pacific Fund  
University of the Pacific, Stockton, CA 95211, (209) 946-2500

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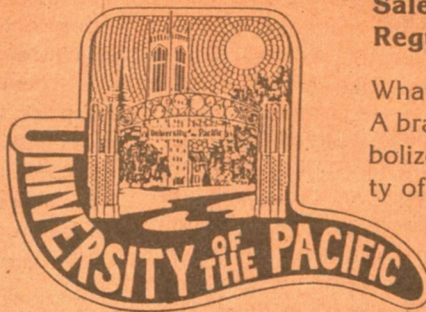
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# TIGER TRACKS



'20s

**Richard G. Waring, Conservatory '21**, who spent 39 years as the county recorder for Stanislaus County, continues to compose and perform original works of music. He lives in Modesto.

**Clarence Wagner, COP '23**, and his wife Kathryn live in Claremont and enjoy traveling throughout the world.

**William B. Barber, COP '27**, lives in Santa Cruz with his wife Ruth.

**Norman M. Kelly, COP '27**, who recently returned from a trip to India and Nepal, tends an avocado grove and resides in Escondido.

**Dr. F. Melvyn Lawson, COP '28**, is the retired superintendent of schools in Sacramento, where he resides.

'30s

**Elizabeth Corson Simms, COP '30**, of Modesto, enjoys traveling and wrote "A History of the First United Methodist Church of Modesto, 1963-1984."

**Mary Teal Zeh, COP '30**, is a retired teacher and counselor living in Sacramento.

**Loren E. Douglas, Conservatory '35**, a retired educator, builds boats at his home in Inverness, where he lives with his wife Maggie.

**Adelene Young Winter, COP '35**, adapted "A Tale of Peter Rabbit" for the stage, as part of the Sacramento Junior League's 38th year of presenting a play for school children. The music and lyrics were by **Helen Jean Torvend Kopf, COP '38**; **Bobbin Gay Peck Crabbe, COP '38**, directed the play, and her husband, **John Crabbe, COP '37**, was the technical director.

**Jean Webster Hagood, COP '36**, has moved to Eureka.

**Eileen Coggin Britton, Conservatory '38**, is a piano and organ soloist living in Alameda.

**Verna Dunstan Test, COP '39**, recently presented a program, "Following in the Footsteps of the French Impressionists," to the Carmel Women's Club. She resides in Carmel.

'40s

**Duane C. Sewell, COP '40**, is a private consultant in the nuclear energy industry and lives in Livermore with his wife, **Ruth Lombardi Sewell, COP '40**.

**V. E. "Gene" Rotsch, COP '41**, of Garden Grove, has spent many years in executive positions in the parks and recreation field throughout the state of California.

**Norton Mandelbaum, COP '42**, is retired and lives in Kensington with his wife Johanna.

**John L. Mortarotti, COP '48**, is retired and lives in Los Altos with his wife, **Jean McBride Mortarotti, COP '49**.

**Dr. Elmer D. Baldwin, COP '49**, is a professor of education and sociology at San Diego State University's Imperial Valley Campus in Calexico and was recently chosen for recognition by SDSU Alumni and Associates. His wife, **Julie Baird Baldwin, COP '49**, is curriculum librarian for the Imperial County Superintendent of Schools.

'50s

**William S. Harker, COP '50**, who until his recent medical leave was a senior supervisor with Lockheed Missile and Space Company, owns an antique store, "William and Mary's Antiques," with his wife Mary. They reside in Aptos.

**Jack B. Wheatland, COP '50**, received the Newhouse Foundation Award while working toward his doctorate at Stanford University. He lives in Pioneer.

**Alvin M. Dockter, Education '51**, has retired from teaching after 34 years. He lives in Fremont where he and his wife Caryl, a technical writer, are active musicians and board members in the Fremont Philharmonic.

**Richard W. Rohrbacher, COP '52**, is a teacher at College of San Mateo and president of Foster City Rotary, 1985-86. He lives in Foster City with his wife Frances.

**Pat Thomas Lane, COP '53**, is the new managing director of the Pleasanton Downtown Association.



**Robert L. Warnick, Engineering '53**, and his wife Sarah have moved to Chandler, Ariz. where Robert is the new Director of Public Works.

**Edwin Chin Jr., COP '54**, is a professor of biology at San Jose State University and resides in San Jose.

**Carole Randolph Karp, COP '57**, lives in Munich, West Germany where her husband John is a senior research specialist with R and D Associates.

**Glen W. Davidson, COP '58**, has been elected chairman of the board of the Park Ridge Center, an institute for the study of Health, Faith and Ethics. He is also professor and chairman of the Department of Medical Humanities, Southern Illinois University School of Medicine in Springfield. His latest book is "Hospice: Development and Administration."

**Carol Black Eastberg, COP '58**, lives in Anchorage, Alaska, with her husband, **Edwin, COP '56**, who is in investments.

**Ilene Ogle Cook, COP '59**, a retired teacher living in Stockton with her husband John, recently enjoyed the Cultural Heritage Alliance Tour to Europe.

'60s

**Dr. Chris Kjeldsen, COP '60**, is a professor of biology at Sonoma State University and lives in Santa Rosa with his wife, **Beverly Baker Kjeldsen, COP '62**.

**W. Nelson Rasmussen, COP '60**, is the regional manager with the California Office of Emergency Services, Region V, and lives in Fresno with his wife, **Joyce Francis Rasmussen, COP '60**.

**Rick Nemetz, Engineering '62**, is president of R.A. Nemetz Construction Co., Inc. in Redding.

**Dr. Theodore Thom, Dental '62**, is president-elect of the Pacific Coast Society of Orthodontists and lives in Klamath Falls, Ore.

**Phyllis M. Nusz, COP '63**, is currently on leave of absence from Bakersfield College to complete her Doctorate in Higher Education at Nova University in Ft. Lauderdale, Fla.

**Lowell S. Miller, COP '64**, is a management analyst with the U.S. Army in Tacoma, Wash. where he lives with his wife Virginia.

**Mary Harrington Stutzman, Education '64**, is a part-time English teacher. Her husband, **Carl, Education '68**, is chairman of the teacher education department at California State University, Fresno. They reside in Fresno.

**Diane Boettiger Doiron, COP '65**, is an insurance agent living in Santa Barbara.

**Patricia Johnson Foster, COP '65**, is an elementary school librarian living in Danville with her husband Dennis, a salesman.

**Michelle Benson Raggett, Raymond '65**, lives in Coronado with her husband Michael, a captain in the U.S. Navy.

**Paul D. Sweet, COP '65**, is a minister in Gilroy, where he lives with his wife Vicki, an engineer.

**Roland L. Bunch, COP '66**, lives in Honduras and is an area representative for Central America and the Caribbean. He has worked in 14 countries on 4 continents in rural development and helping the hungry grow more food, and has authored a book, "Two Ears of Corn," which is having impact worldwide in agricultural development techniques. His wife Esmeralda is a lawyer.

**Mary Carter, COP '67**, recently presented her paintings at an exhibition hosted by the Arts Guild of Sonoma. Carter, of Novato, is also a commercial illustrator and has contributed to many children's magazines.

**Peter C. Pumphrey, Ray '67**, is an attorney and president of the San Joaquin County Bar Association. He lives in Stockton.

**Keith Swagerty, COP '67**, is co-regional director in the Washington for the securities Financial Network Investment Corporation and lives in Brierley with his wife Jan.

**Carl G. Britto, Pharmacy '67**, is a pharmacist and computer manager and is also president of Alameda County Pharmacists Association. He lives in Pleasanton with his wife Margaret.

**Ronald D. Henson, D '69**, recently relocated his practice and home to Lafayette. He is an occupational therapist.

**Louise Campbell Marley, Conservatory '69**, and her family live in the Seattle, WA area where she maintains an active singing career in concert and oratorio repertoire, in addition to teaching private voice students.

'70s

**Armen Gostanian, Jr., Realty '70**, heads a nationwide estate investment firm and lives in Spring Valley with his wife, **Louise Mangini Gostanian, Realty '70**.

**Charles A. Gover, COP '70**, is senior manager with Beneficial California Inc. and resides in Covina with his wife Maria. He is a school English teacher and department head.

**Bryce E. Carroll, Engineering '71**, is a civil engineer/project manager with Ruth and Going Engineers, where he lives with his wife Jose, where he lives with his wife Laura.

**Greg Lathrop, COP '71**, recently climbed to the summit of Matterhorn in Zermatt, Switzerland. He is employed as a bank loan officer and lives in the San Diego area with his wife Beatrice.

**Victoria Straine, COP '71**, lives in San Diego where she has a leave of absence from her teaching position of 13 years. Her husband, **Christopher Dunphy**, has his real estate brokerage firm in San Diego.

**Jill Peterson Hoddich, '72**, has been promoted to assistant professor of theatre at the University of Portland, where she resides with her husband Kent.

**Bob Thomason, COP '72**, is a basketball coach at Stanislaus University and resides in Turlock.

**Robert M. Acosta, COP '72**, Fremont, has been appointed to the State Board of Osteopathic Examiners by Gov. George Deukmejian.



Gregory M. Booth, Covell '73, resides in Rio de Janeiro, Brazil and works as the deputy regional representative of Union Bank (California) and the Standard Chartered Bank group (UK).

Kimberly Reed Edwards, Covell '73, is the program coordinator/writer with California State Department of Education. She lives in Carmichael with her husband James, an accountant and auditor.

Barbara Johnson, COP '73, recently competed at the 1985 U.S. Arabian National Championship show, where her Anglo-Arabian placed U.S. Top Ten in the Half-Arabian Mounted Native Costume championship class. She is a member of the English Department faculty at Marleybrook High School and lives in Marleybrook.

Fred E. Jantz, Graduate '74, is the senior pastor at Quail Lakes Baptist Church in Stockton, where he resides with his wife Kathleen, a bookkeeper.

Mark L. Hayward, COP '75, is a salesman with Granny Goose Foods in Sacramento, where he lives with his wife Nancy, an analyst with the State of California.

Ellen Powell, COP '75, is a regional administrator with California Birth Defects Monitoring Program. She lives in Sacramento with her husband Bruce Graves, a school principal.

Ed Straine, COP '75, is a certified public accountant with Straine and Co. in Sacramento where he lives with his wife Karen, a nurse.

John Houston, Pharmacy '76, has accepted the position of hospital administrator at Copper Queen Community Hospital in Bisbee, Ariz. Previously he was the assistant administrator at St. John's Hospital in Exton, Pa.

Rosanne Williamson Slingsby, COP '76, is senior research chemist/group leader with Dionex Corporation and has published several professional papers. She lives in Pleasanton with her husband, Stephen, Pharmacy '76, a pharmacy owner.

Luis S. Gonzalez, Conservatory '77, is band director at Lodi High School and was recently elected president of the San Joaquin County Band Directors Association for 1986-88.

Renee Bleuel Trudeau, COP '77, has recently begun her practice as both a certified public accountant and a certified financial planner in Modesto, where she lives with her husband Randy.

Lori Blumenthal Conklin, COP '78, and her husband, Dan, Pharmacy '79, live in Redding, where Dan has been made pharmacy manager for Longs Drug.

Jerrald K. Pickering II, COP '78, is an assistant district attorney for San Joaquin County. He lives in Stockton with his wife Terri, a loan processor.

Hal Silliman, COP '78, has been appointed to the newly-created position of communications director at UOP's McGeorge School of Law in Sacramento.

Shelley Dick Bennett, Education '79, and her husband, Kevin, COP '74, reside in Davis where Shelley is a resource specialist teacher in the Davis Joint Unified School District and Kevin works for UC Davis as program manager at the Work-Learn, Career Planning and Placement Center.



Robert L. Gilbert, McGeorge '80, is a legal consultant with a law firm in Seoul, Korea, where he specializes in banking and admiralty.

Pamela Moorhouse Naylor, COP '80, of Pioneertown, is a high school physical education teacher, volleyball coach, department chairperson and a member of the school district curriculum committee.

Holly Donaldson O'Mara, COP '80, and her husband Brian reside in Gilroy where she teaches third grade.

Eve Tulley, Covell '80, is an ESL teacher in San Francisco, where she resides.

Tammy Brecht Dunbar, COP '81, is the development director at St. Mary's High School in Stockton, where she resides with her husband Michael, assistant sports editor with the Stockton Record.

Tami Grove, Ray-Cal '81, is the administrator of the Coastal Resources Management Program under the Office of the Governor of the Commonwealth of the Northern Marianas. She lives in Saipan with her husband Steven DeSmith, a research attorney for the U.S. District Court.

Laura Roberts Kelso, Education '81, is a first grade teacher and lives in Menlo Park with her husband, Bradley, SBPA '83, a financial analyst with a real estate firm.

Jerome J. Paolini, SBPA '81, has been named senior vice president of American Savings and Loan Association in Stockton, where he resides.

Christoph E. Sheurich, Engineering '81, is pursuing a Ph.D. in computer engineering at USC. His wife, Nancy Wahl Scheurich, Covell, SBPA '81, who is seeking her M.S. degree in marketing at CSU Long Beach, is a market research analyst with Epson America Inc. They reside in Redondo Beach.

David Weber, COP '81, and his wife, Robin Rich Weber, COP '81, both recently received their master's degrees from Indiana University in Bloomington. David is a programmer with IBM in Rochester, Minn. Robin is at home with their son, Christopher.

Dr. William O. Woolley, Education '81, of Stockton, started William Woolley Video Productions last year, a professional videography and photography for insurance service.

Air National Guard Airman 1st Class Janiece E. Cummins, COP '82, has completed Air Force basic training at Lackland Air Force Base in Texas and will remain at Lackland for specialized training in the communications-electronics field.

Jeffrey C. Hill, Pharmacy '82, is a pharmacist with Longs Drug in Sebastopol, where he lives with his wife Adrienne and their daughter.

Lisa M. Shusto, Engineering '82, recently passed the civil engineering professional engineers exam and has been promoted to senior engineer at Failure Analysis Associates. She resides in Fremont.

Susan Sutherland, SBPA '82, is the stationery buyer for Gottschalk's Department Stores and lives in Fresno.

Julie Cowan-Lacey, COP '83, is an admissions technician with UOP's Graduate School. She lives in Stockton with her husband Jack, a maintenance supervisor.

Second Lt. Glenn A. Goddard, COP '83, has received the parachutist badge upon completion of the airborne course at the U.S. Army Infantry School, Fort Benning, Ga. and is scheduled to serve with the 2nd Infantry Division in South Korea.

Jeff Martin, Engineering '83, is an engineer with ASC Pacific Inc. in West Sacramento.

Gregory A. Mitchell, SBPA '83, is a financial analyst with Federal Home Loan Bank. His wife, Amy Loneragan Mitchell, SBPA '83, is branch manager of Sea West Federal Credit Union. They live in Vallejo.

Dawnella Gilzean, COP '84, is completing her second year of law school at the University of Santa Clara.

Robert A. Ilse, COP '84, has been commissioned Coast Guard Ensign upon graduation from Officer Candidate School in Yorktown, Va.

Felicia A. B. Sandler, Conservatory '84, of Washington D.C., has published a musical composition.

Laura Spatz Weisberg, Engineering '84, works for the Sacramento Municipal Utility District as a cost control engineer. Her husband, Richard, McGeorge '78, is an attorney with the Legislature Counsel Bureau. They live in Sacramento.

Stacey Erickson Usher, Education '85, is a substitute teacher living in Stockton with her husband, Eric, COP '85, computer statistician/assistant scheduler with California Cooler.

## In Memoriam

Mark E. Keeney, '25  
Joseph G. "Gill" Hanson, '42  
Betty Van Hooser Valenta, '56  
Howard P. Cox, '65  
Thomas H. Hood, '71

## Births

To Victor M. Nonaka, Pharmacy '69, and his wife Janice, a daughter, Sara Mariko.

To Lilia S. Daniel, COP '72, and her husband William Smith, a son, William Chapman Smith.

To Gale Warren Musker, COP '73, and her husband John, twin sons, Patrick Evan and Jackson Robert.

To Shelley Brown, Education '74, and her husband Alan Siegle, a daughter, Katherine Rose.

To Timothy P. Chapman, Pharmacy '74, and his wife Linka, a daughter, Celeigh Anna.

To Catherine Young Nance, Pharmacy '76, and her husband, Steve, Pharmacy '78, a daughter, Danielle Lynn.

To Carolyn Shull Rossi, COP '77, and her husband, John, COP '76, Dental '79, a daughter, Lauren Elizabeth.

To Jeff Bean, COP '78, Dental '81, and his wife, Laura Wolf Bean, Conservatory '78, a daughter, Amy Laura.

To Debbie Mueller Johnson, SBPA '78, and her husband Lynn, a daughter, Sarah Ann.

To Senior Airman Alan D. Avila, Ray-Cal '79, and his wife Alicia, a son, Auric Matthew.

To Joanne Lesyna Wang, Conservatory '81, and her husband Andrew, a son, Daniel Lawrence.

## Marriages

Ted Tiss, COP '54, and Elizabeth Ledbetter Walter.

Nancy Baughman, Raymond '74, and Michael Kilpatrick, McGeorge '75.

Jerrald Pickering II, COP '78, and Terri Harrison.

Delcine D. Johnson, COP '79, and Dallas Nelson Jr., COP '80.

Janet C. Chavez, COP '81, and Michael Maltbie.

Julie Witherspoon, COP '81, and Donald Nejedly.

Diane Drom, COP '82, and Miles Wigglesworth.

Kathy Stevenson, Education '82, and David Weltner.

Scott E. Rurik, SBPA '83, and Julie Bradford.

Laurie A. Shonk, COP '84, and John Myers.

Laura E. Spatz, Engineering '84, and Richard Weisberg, McGeorge '78.

Inga K. Conrath, Education '85, and Todd M. Buckendorf, SBPA '84.

Jackie Corwin, COP '85, and Erik Nyberg.

Eric J. Usher, COP '85, and Stacey Erickson, Education '85.





# PACIFIC REVIEW

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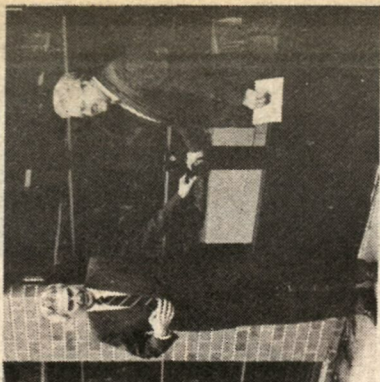
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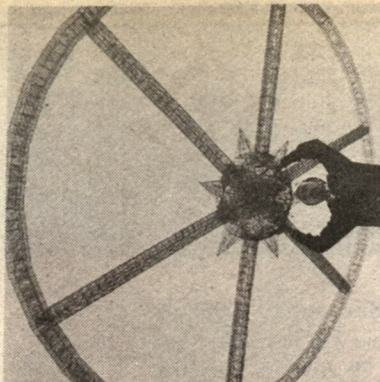
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President McCaffrey and Dean Carl Nosse "open the doors" . . . see page 2.



Creative teachers Outside the Classroom . . . see page 4.



The hallmark of UOP teachers